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ABSTRACT

Materials contained in this career guidance unit are designed to direct the attention of the senior high school student to five types of personal characteristics to facilitate a more realistic career exploration: abilities, interests, values, physical traits, and personal and social behavior. The two- to three-hour unit contains self-instruction, interviewing, and group activities to develop understanding of individual differences and what effect these differences will have on qualification and suitability for various types of jobs. The instructional sequence is outlined in terms of goal statements, performance objectives, instructor's information (including estimated lesson time, suggested grouping, content outline, new vocabulary, student prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. A student guide containing activities for use with the unit and a supplemental booklet describing the five personal characteristics are provided. (TA)

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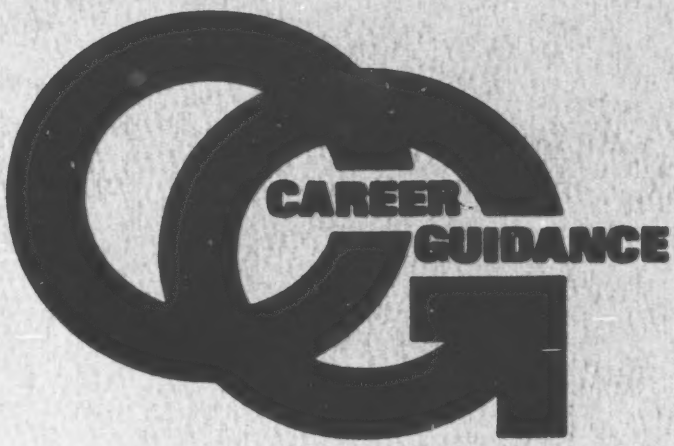

PERSONAL CHARACTERISTICS

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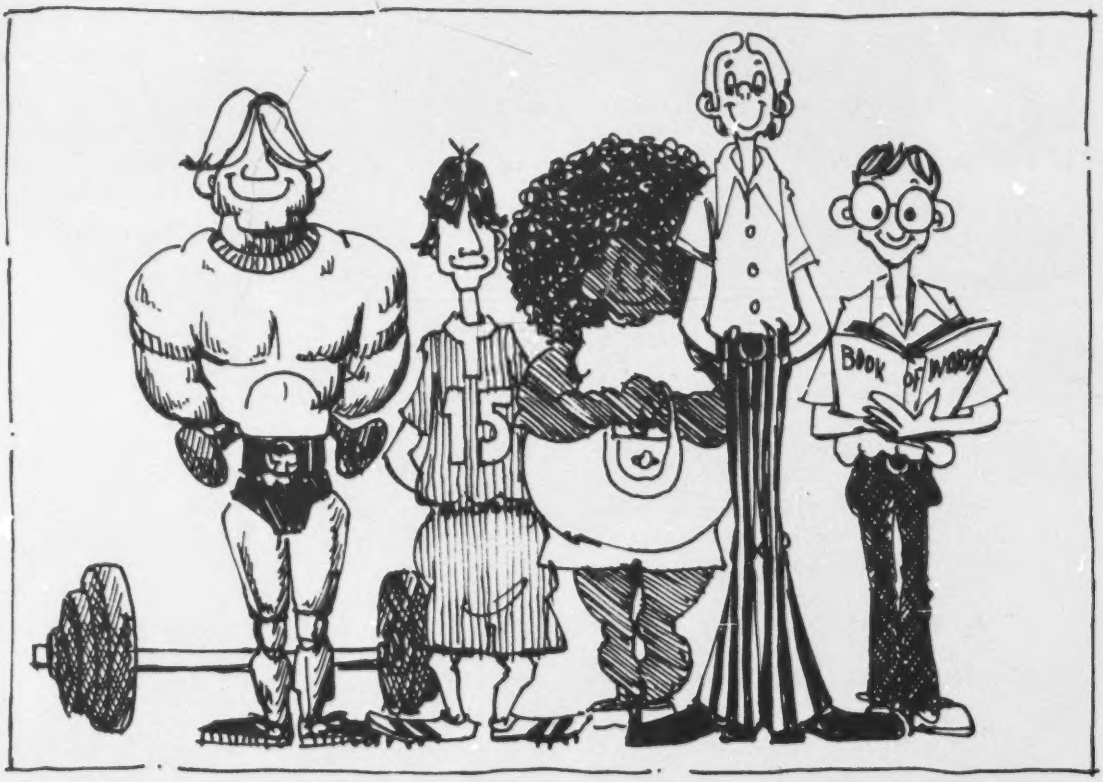
PERSONAL CHARACTERISTICS



If you take a moment to look around you and think of the people you know, you can easily see that no two people are exactly alike. The easiest differences to see are the ways in which people look different. Can you think of other kinds of differences? See how many you can list in your Student Guide under Direction #2.

The differences that you listed as well as others probably fall into the following types of characteristics:

1. Abilities - What you can do
2. Interests - What you like to do
3. Values - What is important to you
4. Physical Traits - Your appearance and how healthy you are
5. Personal and Social Behavior - How you act

Let's read about these types of characteristics in a little more detail.

1. Abilities: What you can do. You have mental abilities which might make you good in math or in English, and you have physical abilities which might make you good at running or throwing a baseball. How well you do in any of these kinds of things depends a lot upon how much time you spend developing a particular ability.
2. Interests: What you like to do. You probably have friends who share at least one interest with you, but no two people have exactly the same pattern of interests. Your interests often influence how you spend you spare time. You hobbies, for example, are activities that result from interests.
3. Values: What you consider important. If a person thinks it is very important to earn as much money as he can and spends all his time doing it, then we'd say that earning money was one of his values. Being your own boss or wanting to work regular hours are two more examples of values that could

affect your decision about what further schooling or type of job you want to have.

4. Physical Traits: Your appearance and how healthy you are. Health problems may restrict the kind of work you are able to do, and certain jobs may have height and weight requirements.
5. Personal and Social Behavior: How you act when you are by yourself or with other people. Do you avoid large groups of people? Do you get mad when someone criticizes you? These are examples of your personal and social behavior.

All people have these five types of characteristics in them. When you listed kinds of differences among people you may have used other words, but most of your ideas are probably the same as the characteristics mentioned above. Let's see how correct you were.

ABILITIES

ABILITIES are skills you develop or learn as you grow up. They are not something you are born with. It is possible to have many different abilities. Mental abilities have to do with how smart you are. Being good at painting or drawing, playing a musical instrument or singing, or expressing thoughts on paper shows an artistic or creative ability. A person who can make, build or fix things is said to have a mechanical ability. Physical ability shows up as skills in sports or in other activities that require strength or coordination. Finally, being able to get along well with other people or being able to lead them shows a social ability.

One reason that people's abilities differ is that some people have spent more time or effort developing some of their abilities than other people have. If you spend a lot of time and work hard

on your physical abilitites, and not much time or effort on your mechanical ability, you will probably end up with more physical ability than mechanical ability. Your abilities can change. If you practice on certain ability areas, you will become more skilled in those areas.

A training program, a course of study at a college or university, and job experience all can help you to develop certain kinds of abilities. However, they differ in which abilities they develop and which abilities they require. For example, to get into a secretarial school you probably should have a certain amount of ability in expressing yourself in English. The teachers there will help you to see how you can combine this skill with others in order to become a good secretary or office worker. If you wanted to study to be an auto mechanic, your reading ability wouldn't be as important as if you wanted to study to be a secretary. But studying to be an auto mechanic would probably require that you start out with a good mechanical reasoning ability. You can see that when you think about future vocational or educational possibilities, it can be a big help to know about your own abilities. If you don't have all the abilities required for the goal that you want to reach, you will have to either work to develop those abilities or change your goal.

There are many kinds of abilities which can be developed. The list following describes some of the abilities which can be most helpful in school work or in an occupation.

1. Vocabulary--the number of words a person knows. If a person knows the meanings of a wide range of words, this helps him to express what he is thinking.
2. Reading Comprehension--the ability to understand different kinds of written materials. Nearly all kinds of work requiring college-level education demand considerable ability in this area.
3. Mechanical Reasoning--the ability to see and understand the effects of forces (such as gravity) and the operation of basic mechanisms (such as wheels or gears). A person who can figure out how simple machines work usually has good mechanical reasoning abilities.
4. Three Dimensional Objects--the ability to imagine how an object would appear from different angles or in different positions. Students choosing drafting, shop courses, and some kinds of mathematics and design courses will find this ability useful.
5. Abstract Reasoning--the ability to see relationships among visual materials (objects, patterns, diagrams, or designs) rather than among words and numbers. This is particularly useful in shop, drafting and laboratory work.
6. Arithmetic Reasoning--the ability to see what information and what operations are needed to solve a problem. This means the ability to do the kinds of thinking required to solve arithmetic problems, not the ability to actually solve them.

INTERESTS

INTERESTS are activities you like to do, things that please you and give you satisfaction. Interests also will influence your selection of your educational and vocational goals.

The courses you take and the work you do are made up of many different activities. You will spend a very large part of your life either preparing for or working at a job. You can't expect to have a very happy life if you must spend it doing something you don't enjoy. If you really are not interested in many of the activities which are part of a certain kind of school work, training program or occupation, then you might not find pleasure in pursuing that schooling or job as a future goal. You probably wouldn't do very well at reaching that goal either. People usually work harder and better at activities they enjoy.

Right now you probably have a pretty good idea of the kinds of things you like to do. Your interests can have a great influence on your future. You should think carefully about the things you like to do when you plan your schooling or choose your occupation.

Walt loved to work with numbers. Math was his favorite subject in school. After school he spent his time organizing the accounts and balancing the budgets for the school newspaper, the science club, and his church youth group. He loved the job of treasurer. Walt hoped someday to be an accountant. Then he would be paid for doing the things he liked best.

Julie wasn't quite as careful as Walt in choosing goals which fit her interests. She had taken business courses in high school and planned to be a secretary just like her older sister. Julie didn't think about how much she enjoyed reading and working in the school library during her free periods. She probably would be happier studying to be a librarian and working at that job than becoming a secretary.

Your interests can and probably will change as time goes on. Right now there are probably things that you would be interested in if you knew about them, or if you tried them. Just as you develop abilities, you can also develop interests.

How are interests and abilities connected? Most people are interested in the things they do well--in their areas of high ability. <u>But</u>, sometimes a person likes to do something which

he doesn't do well. You can imagine a guy who loves to build radios out of old electrical parts, but can never make them work because he doesn't join the wires together the right way. If he likes building radios enough, though, he might decide to work hard to develop his wiring ability. Other people may have a great ability in one area, but just hates to do those activities. A person with a strong numberical ability does not have to enjoy working with figures. Interests and abilities don't always fit together exactly.

VALUES

VALUES are things that are important to you. They are the things that usually influence how you act--what you do and how hard you work at it. The values that we will be asking you to think about are those which might influence your selection of educational and vocational goals. When the word "values" is used here it refers to the types of things you think are important in:

- any course of studies you select for school.
- any occupational training program, two-year or four-year college program you select for after high school.
- any occupation you select to begin working in after high school.

Values, interests, and abilities often are closely connected. You might be able to do something well, be interested in it, and

think that it is very important for you to do it, too. However, sometimes these three might not match each other. For example, you might be interested in religion and be a very good student of different forms of religion. In that case, your abilities and interests would indicate that you might want to go to a seminary (a school of religion), and perhaps eventually be a minister. But if one of your important values is making a lot of money and getting frequent raises, you probably would not be happy as a minister, in spite of your ability and interest.

When you think about your own values, try to be honest with yourself. What people say they value and what they really value are not always the same thing.

Take Leroy, for example. He's the neighborhood baseball expert and has all the averages on the tip of his tongue. He tells most people that he follows sports, because he likes competition and admires the ability of the athletes. His good friends know that that's not true, though. The real reason he's so interested in baseball is because he places a bet on almost every game. Willie is another example. He's a bright high school student who says he wants to go to an Ivy League college far from home because he thinks he can get the best college education there. Another value that Willie has, but isn't admitting to himself, is that he wants to get away from his parents.

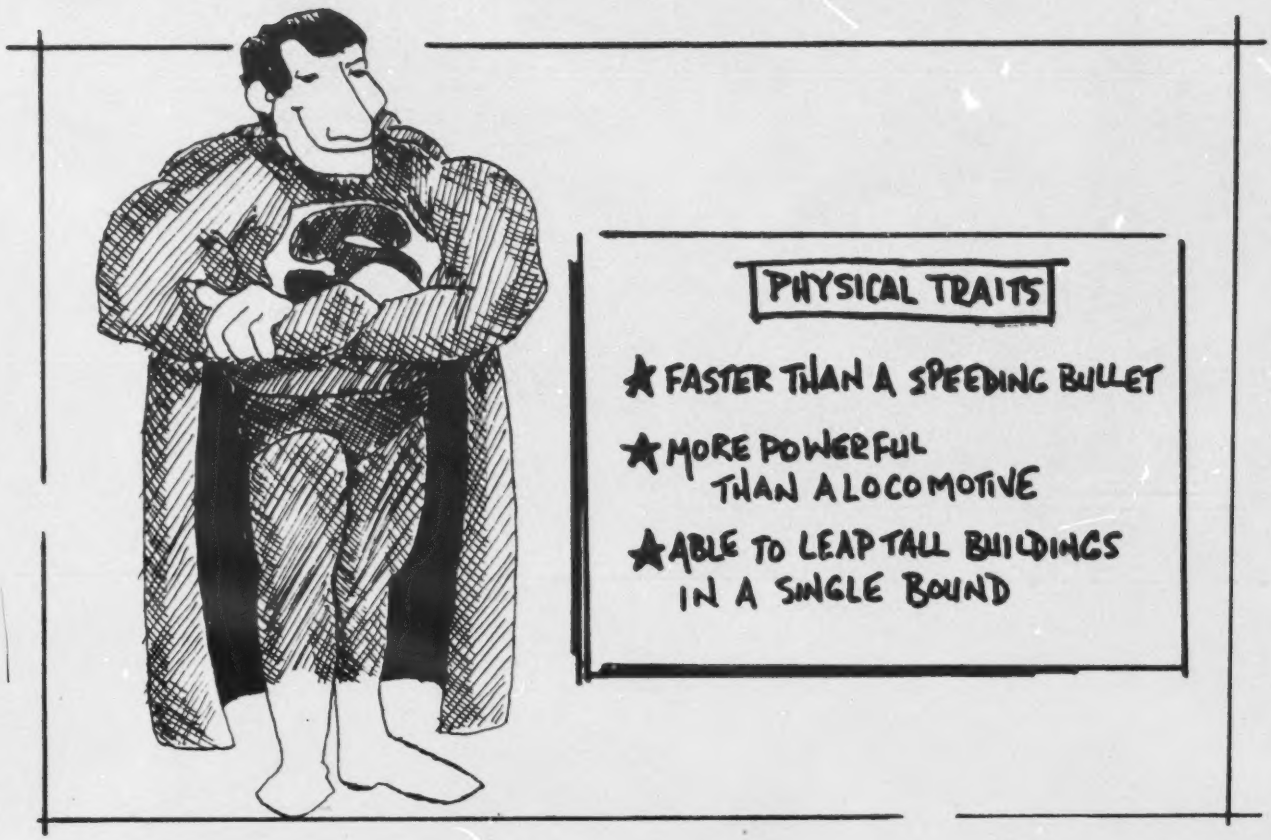
It's hard to know all the values behind what you do and how important each value is, compared to the others. However, once you understand what is meant by values, it can be helpful to know

some of the main values that people could have in mind when they choose both school and vocational goals. Below are listed 15 such values. As you read each one, try to see how it might influence a person in making either a vocational or school decision.

VALUES IN THE CHOICE OF EDUCATIONAL OR VOCATIONAL GOALS

1. Studying things which will enable me to help others or having a job where I could help other people.
2. Studying or working with others and getting along well with them.
3. Studying for or having a job that lets me be the kind of person I want to be.
4. Having the respect of other people--having people looking up to me at school or at work.
5. Studying or working in pleasant working conditions.
6. Having a teacher or employer who is reasonably helpful and considerate.
7. Studying for or having a job which I could be absolutely sure of keeping.
8. Making my own decisions while I study or am on the job; being my own boss.
9. Feeling that I have really accomplished something through my studies or on my job--satisfaction in doing a job well.
10. Studying for or having a job where I could give orders to someone else and supervise their activities.

11. Making something new or carrying out a new project in my studies or on my job.
12. Studying for or having a job at which I could expect frequent and large pay increases and other financial benefits.
13. Having beauty result from my efforts or enjoying beauty around me.
14. Studying or working on a variety of tasks or activities--not always doing the same thing; being busy all the time; being able to travel.
15. Feeling that my studies or my work really use and challenge my mind and talents.


PHYSICAL TRAITS
★ FASTER THAN A SPEEDING BULLET
★ MORE POWERFUL THAN A LOCOMOTIVE
★ ABLE TO LEAP TALL BUILDINGS IN A SINGLE BOUND

PHYSICAL TRAITS

PHYSICAL TRAITS are the fourth group of important things which you should consider when you think about selecting your educational and vocational goals. Physical traits include:

a. Your physical appearance--how you look.

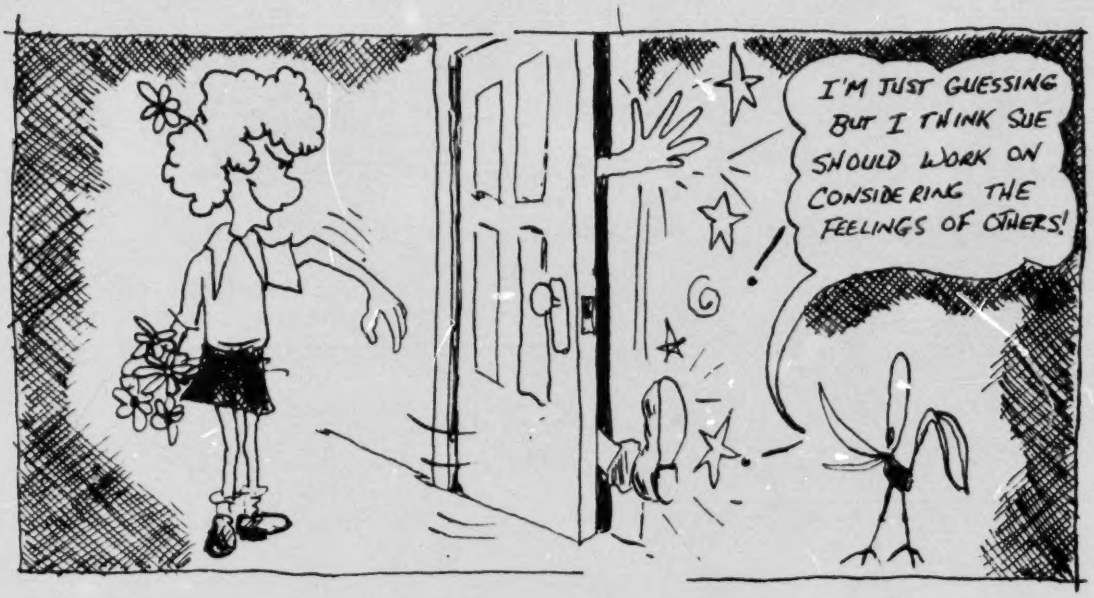
b. Your physical health.

c. Any physical handicaps or limitations you might have--for example, hearing, seeing, or speaking problems.

d. Your physical condition--for example, strength, muscle coordination, endurance.

There are not too many school goals that you could choose which require specific physical traits. Your physical traits won't often restrict you in this area. Exceptions would include programs such as airline pilot training which might demand that all students have 20/20 vision without the use of glasses. Another exception would be a program to train professional musicians which requires that students be free from tone deafness.

When you start to select your vocational goals, you might have to pay more attention to your physical traits and the ones demanded by the occupations you consider. Height and weight are important in some jobs. Other jobs require excellent vision, freedom from color-blindness, good hearing, or strength. Working conditions such as dampness, extreme heat, travel, and high elevations will force some people to look elsewhere for a job.



PERSONAL & SOCIAL BEHAVIOR

PERSONAL & SOCIAL BEHAVIORS might also influence your future goal selections and are the ways you act when you are by yourself or with others. When you are given an assignment, do you follow through with it, or do you do it only if you are constantly reminded? When you're with a group do you work together with the others, or are you happy only if you're the center of attraction? Do you go out of your way to meet new people, or are you shy until you get to know them? These things are all parts of your personal and social behavior. They are said to make up your personality.

If you're shy and don't like to meet new people, you probably wouldn't make a very good traveling salesman, but you might like a quiet office job. If you have difficulty doing a job by your-

self, then you should probably study or work under close supervision.

Knowing how you usually act in various situations will help you to decide the kind of school courses, training programs, or occupations which would be best for you. Here are some examples of the general types of personal and social behaviors that might be important to your decision making:

a. Handling difficult situations--thinking about criticisms without getting mad, working hard on important things you know you aren't good at or that you don't enjoy.

b. Carrying through on an assigned or agree-upon task--starting it right away, and without reminder, completing it in spite of interference, following directions, and doing a good job on it.

c. Working by yourself, and using your own ideas--not needing unnecessary assistance from others, planning ahead, and working well in an unfamiliar setting.

d. Being honest--admitting your mistakes, making up for them, apologizing when needed, returning money or articles you found, and owning up to your behavior when you might have broken certain rules.

e. Considering the feelings of others--helping someone who was hurt or ill; sharing or taking turns with someone; showing respect in making suggestions to someone else; and cheering up, complimenting, or encouraging someone.

f. Contributing to a group--bringing something to help the group, setting up a group activity, and helping the group reach its goals.

g. Dealing effectively with rules and suggestions--helping to protect public property, obeying rules or suggestions when you are urged by others to disobey them, challenging rules or suggestions by explaining your ideas about them, using meaningful suggestions from others.

PERSONAL CHARACTERISTICS

I. UNIT RATIONALE

This unit is designed to direct the attention of the student to five types of personal characteristics.

The first category abilities, includes activities which help the student to understand the varied range of abilities and how they are applicable to certain occupations. The second category interests, includes activities that enable the student to see that personal interests vary from individual to individual and are important in job selection. The third category, values, enables the student to see that people have common satisfactions that are important in choosing an occupation. The fourth, physical traits, includes ways people differ physically and how these differences may determine occupational choices. The last category, personal and social behavior, points out that people react to problems in different ways and that certain occupations require certain behavioral characteristics.

II. INTENDED USE OF UNIT

A. Grade Placement: 10, 11, 12

B. Duration of Unit: 2-3 hours

C. Special Considerations:

While working through this unit, each student completes an activity in each of the five areas. Most of the information collecting activities in this unit are designed to be self-instructional. However, each student will conduct interviews and participate in group discussions. He will also be contacting you at various times for assistance outlined in the following instructional sequences.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT SR 201.00:

The student will understand his abilities and interests, and other characteristics to facilitate a more realistic career exploration.

A. Performance Objective SR 201.01: Given a list of 10 statements, each describing a different personal characteristic, the student will indicate in every case which type of personal characteristic is described: an ability, an interest, a value, a physical trait, or a personal-social behavior.

1. Instructor's Information:

   a. Estimated Lesson Time: 2 hours

   b. Suggested Grouping: Class 15 to 30

   c. Content Outline:

      (1) Abilities--things you can do

      (2) Interests--things you like to do

      (3) Values--things that are important to you

      (4) Physical Traits--your appearance and health

      (5) Personal and Social Behavior--your action when you are by yourself or with others.

   d. New Vocabulary: See above

   e. Student Prerequisite: SR 200.00

   f. Instructor's Preparation Tasks:

      Prepare ditto copies of interview chart #1.

g. Resources:

(1) Student Booklet: PERSONAL CHARACTERISTICS

(2) Student Guide: PERSONAL CHARACTERISTICS

(3) Test: PERSONAL CHARACTERISTICS

(4) Any standard dictionary

2. Developing the Lesson:

a. Introduction:

The instructor will supervise the students as they do the reading and activities in their PERSONAL CHARACTERISTICS material. You will answer questions that arise, supply ditto forms for interviews and see that the group discussions are proceeding in an acceptable manner. You will hand out tht final test, correct and discuss it with the student before he continues on to the next unit, WHO AM I?

b. Tasks and Activities:

ACTIVITY 1:

The student will read pages 1-6 in the Student Booklet and complete a test matching abilities and occupations in the Student Guide.

ACTIVITY 2:

The student will read pages 7-9 in the Student Booklet and conduct interviews using the prescribed form in the Student Guide.

ACTIVITY 3:

The student will read pages 10-13 in the Student Booklet and will do the definitions to aid in matching new words in the Student Guide to definitions in the Student Booklet.

ACTIVITY 4:

The student will read pages 14 and 15 in the Student Booklet and will make a visual survey of the room, recording his count of physical traits, and participate in a group discussion as is directed in the Student Guide.

ACTIVITY 5:

The student will read pages 16-18 and complete the activity in the Student Guide direction #19. When the student checks with you at the end of direction #19, be sure that he understand that differences are what make people unique. Differences are not something to be ashamed of nor are they, in every case, things that cannot be changed.

ACTIVITY 6:

The student will take final test in PERSONAL CHARACTERISTICS.

c. Summary:

After the student has had you correct his final test, introduce him to the next unit WHO AM I? and show him it is an application of the components of PERSONAL CHARACTERISTICS to his own abilities, interests, values,

physical traits, and personal and social characteristics.

d. Other Options:

For slower students, just reading through the Student Booklet as a group or individually and taking the final test may be enough. Some of the activities may be done as a group project.

e. Enrichment: None

3. Evaluation: Contained in the activities

Interest Survey Form #1

Name of person interviewed		
Occupation		
Questions to be asked by interviewer	#1	#2
a. How long have you been interested in your occupation?		
b. What first interested you in your occupation?		
c. What is the most interesting aspect of your occupation?		
d. What interests would you suggest that a person have before considering this occupation?		
e. Is your occupation concerned primarily with people, things, or ideas?		

PERSONAL CHARACTERISTICS

Key to Activity #2

f 1. Painting, Drawing, Musical & Creative

i,g 2. Mechanical

j 3. Physical

b,d,h 4. Social

k,3 5. Vocabulary & Reading Comprehension

a 6. Three Dimensional Objects and Arithmetic Reasoning

c 7. Abstract Reasoning

Other answers are acceptable if the student can justify them.

Key to Activity #11

9 Achievement

1 Altruism

2 Associates

11 Creativity

12 Economic Returns

13 Esthetics

8 Independence

15 Intellectual Stimulation

10 Management

4 Prestige

7 Security

6 Supervisory Relations

5 Surroundings

14 Variety

3 Way of Life

Key to direction #17

1.	e	5.	g
2.	d	6.	a
3.	f	7.	c
4.	b		

Key--PERSONAL CHARACTERISTICS Test

1.	e	9.	c
2.	a	10.	c
3.	d	11.	b
4.	b	12.	c
5.	c	13.	b
6.	d	14.	a
7.	a	15.	b
8.	b		

TEST SR 201.00

PERSONAL CHARACTERISTICS

For this test, you will need a sheet of paper headed, ANSWER SHEET, PERSONAL CHARACTERISTICS. Record all of your answers on this sheet.

Below are descriptions of two students and what they are thinking about their future. Read each description carefully. After each, there are several questions for you to answer.

* * *

I. Mike:

Mike's father was a highway patrolman, and ever since he can remember, Mike has wanted to be a patrolman too. When he was in grade school, he enjoyed being a member of the safety patrol. As soon as he was old enough he took driver's education and passed his driver's license examination. Now that he is 16 and a sophomore in high school, he is thinking more seriously about careers. Below is a summary of what he found in Guide to Careers Through Vocational Training.

HIGHWAY PATROLMAN

The primary responsibility of the Highway Patrol Officer is to enforce provisions of the State Vehicle Code and other laws relating to the operation of motor vehicles upon the highways.

REQUIREMENTS AND QUALIFICATIONS

Personal Traits

--Skilled in dealing with people

--Courage in the face of hazards and danger

--Emotional stability

Physical Traits

--Waist measurement must not be more than normal chest measurement

--Good health

--Good hearing

--Not less than 5'9" nor more than 6'6" tall

--Not less than 20/40 vision without correction, corrected to 20/20 in each eye

--Normal color vision

You Must be Able to:

--Pass a physical agility test to be eligible

--Work in all kinds of weather conditions at all hours of the day and night

--Operate a motor vehicle at high speeds and in other hazardous conditions

--Work anywhere in the State

The statements following tell you more about Mike. For each statement indicate which type of personal characteristic is described. On your answer sheet, put the letter of the type of personal characteristic you chose in the blank after the number of the statement.

Types of Personal Characteristics

a. Abilities

b. Interests

c. Values

d. Physical Traits

e. Personal and Social Behavior

1. Mike has always felt shy and awkward around people.

2. Mike can drive a car very well, even at high speeds.

3. Mike has always been husky, but lately he has been getting really fat.

4. Mike has always been fascinated with the law; he spends some of his free time reading detective stories and novels about lawyers.

5. It is important to Mike to lead a regular life; he usually eats, goes to bed and gets up at the same time every day.

For each of the next five questions (6-10), identify the phrase that best describes how Mike's thinking about his vocational goals probably would be influenced by the information about his personal characteristics contained in the statements. Record you answers on the answer sheet.

6. Mike has always felt shy and awkward around people.

   a. "A highway patrolman mostly gives tickets, so he doesn't have to worry about being friendly. I'd be as good a patrolman as anyone else."

   b. "Since a patrolman spends most of his time by himself, cruising around in a car, being shy won't get in my way."

   c. "Above all, I guess, a patrolman has to be able to exercise authority. I'd better look into a different occupation."

   d. "Since patrolmen have to deal with people a lot, I should try to become less awkward, or else think of different occupations."

7. Mike can drive a car very well, even at high speeds.

   a. "I've made a good vocational choice because patrolmen really have to be able to handle a car."

   b. "I guess I've made a poor choice because potential peace officers should never be tempted to break the speed laws."

c. "With my skills, I might be better off at car racing than becoming a patrolman."

d. "Patrolmen really get into some bad accidents when they're chasing other cars. Becoming an auto mechanic would be a lot safer.

8. Mike has always been husky, but lately he has been getting really fat.

a. "I needed a little more weight. If I keep this weight on as a patrolman, big guys won't be able to push me around as easily."

b. "I'd better watch my weight or I won't qualify as a candidate for patrolman."

c. "So what if I'm fat. Weight doesn't have anything to do with being a patrolman."

d. "Fat people are usually more jovial and easy-going. That's what the Highway Patrol needs."

9. Mike has always been fascinated with the law; he spends some of his free time reading detective stories and novels about lawyers.

a. "Since patrolmen enforce laws but don't make them, I doubt whether the occupation would keep my interest up."

b. "Even though I wouldn't like being around all the people who make up the scene in a court room, maybe I should become a lawyer."

c. "Since a patrolman is constantly interpreting the law when he decides how to handle various kinds of incidents, I think the occupation would really interest me.

d. "I'd be better off spending more of my free time lifting weights to develop the kind of muscles a patrolman has to have."

10. It is important to Mike to lead a regular life; he usually eats, goes to bed, and gets up at the same time every day.

a. "I'm lucky to have such good habits; they'll make me a reliable patrolman."

b. "It probably would be imposiible for me to live under irregular conditions; I'd better consider a different occupation."

c. "I'd better consider whether or not it's worth it to me to change my habits in order to become a patrolman."

d. "When I get to be a patrolman I can probably arrange things so that my life is as regular as it is now."

* * *

II. Marie:

Below is a list of five characteristics describing a 10th grader named Marie. Suppose that Marie wants to change them. For each of these five characteristics, indicate on your answer sheet whether:

a. It would be extremely difficult to change;

b. It would be possible to change with some effort;

c. It will change as Marie grows older.

11. Marie does not know how to speak Spanish.

12. Marie has a childish figure.

13. Marie spends her spare time watching TV.

14. Marie has large ears.

15. Marie wants to introduce Miguel, a friend of hers, to her father, but doesn't know how.

10, Legal Courier

PERSONAL CHARACTERISTICS

STUDENT GUIDE SR A 201.00 (74)

PERSONAL CHARACTERISTICS

THE POINT:

The purpose of this unit is to help you to:

Understand individual differences and what effect these differences will have on qualification and suitabilities for various types of jobs.

THE GOAL:

At the end of this unit you should be able to:

1. Identify abilities in relation to occupations.
2. Identify interests in relation to occupations.
3. Identify values in relation to job occupations.
4. Become aware of individual differences in physical traits.
5. Become aware of individual differences in personal and social behavior.

THE EVALUATION:

At the end of this unit you should be able to answer questions such as the following:

1. A lawyer makes the most use of what kind of ability?
   a. Mechanical
   b. Abstract Reasoning
   c. Reading Comprehension
   d. Physical

STUDENT DIRECTIONS:

_____1. Read page 1 in the Student Booklet, PERSONAL CHARACTERISTICS.

_____2. In the spaces provided below list as many ways that people are different as you can.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

_____3. Read pages 2-6 in Student Booklet, PERSONAL CHARACTERISTICS.

_____4. Match the following by writing the letters of the job clusters in column 2 in front of the ability in column 1 which corresponds most closely. Some of the abilities fall into more than one job cluster.

	II. JOB CLUSTERS
_____1. Painting, Drawing, Musical	a. Engineering, Physical Science and Math
_____2. Mechanical	b. Business Administration
_____3. Physical	c. Medical and Biological Science
_____4. Social	d. General Teaching and Social Service
_____5. Vocabulary and Reading Comprehension	e. Humanities, Law, and Social and Behavioral Science
_____6. Three Dimensional Objects and Arithmetic Reasoning	f. Fine Arts and Performing Arts
_____7. Abstract Reasoning	g. Technical Jobs
	h. Business, Sales
	i. Mechanics, Industrial Trade
	j. Construction Trade
	k. Business, Secretarial-Clerical
	l. General, Commercial Service and Public Service

☐ 5. Contact the instructor for answer checks to Activity #4.

_____6. Read "Interests" in Student Booklet, PERSONAL CHARACTERISTICS, pages 7-9.

_____7. After reading the section on "Interests", interview workers from two different occupations to determine what interests are involved in their jobs. Ask the following questions and record your answers on a form such as the one on page 9 of this Student Guide. Your instructor will provide the forms on request, or you may consider your own.

a. How long have you been interested in your occupation?

b. What first interested you in this occupation?

c. What is the most interesting aspect of your occupation?

d. What interests would you suggest that a person have before considering this occupation?

e. Is your job concerned primarily with people, things, or ideas?

☐ 8. Submit your findings to the instructor.

_____9. Sign your name on one of the lists on the chalkboard to be in one of the discussion groups which will discuss the results of the survey from #7.

☐ 10. Participate in group discussion from #7. Your discussion can be brief, but each person should report to the group what he learned from his two interviews.

_____11. Read "Values" section, pages 10-13 in Student Booklet, PERSONAL CHARACTERISTICS.

_____12. Look over the list of words on the following page which were taken from a Work Values Inventory you will do in the WHO AM I? unit. They express 15 satisfactions people find in studying or in working in a career. Use a dictionary to check definitions of any word you do not know. You may write a short definition for the words you have looked up.

_____Achievement

_____Altruism

_____Associates

_____Creativity

_____Economic Returns

_____Esthetics

_____Independence

_____Intellectual Stimulation

_____Management

_____Prestige

_____Security

_____Supervisory Relations

_____Surroundings

_____Variety

_____Way of Life

_____13. Match the above words with the definitions given on page 12 of your Student Booklet, PERSONAL CHARACTERISTICS by writing the number of the definition in front of the word with which it corresponds.

_____14. Contact the instructor after Activity 13 for answer checks.

_____15. Read "Physical Traits", pages 14 and 15 in the Student Booklet, PERSONAL CHARACTERISTICS.

_____16. From where you are sitting make a visual survey of the students in class today. Look for the following physical traits and fill out the survey sheet on the following page.

Write down the number of students, in your opinion, that fall in each category.

a. Body Types:

Boys		Girls	
Small frame	_____	Small frame	_____
Medium frame	_____	Medium frame	_____
Large frame	_____	Large frame	_____
Under weight	_____	Under weight	_____
Proper weight	_____	Proper weight	_____
Over weight	_____	Over weight	_____

b. How many students wear glasses?_____

c. How many students have visible physical defects?____

d. How many students are in obviously poor health? ____

e. How many students look as if they are well coordinated or athletic?____

f. How many students look as if they are uncoordinated?

_____

g. How many students wear braces?_____

h. How many students do you know that have asthma?_____

i. How many students have excessive absences?_____

☐ 17. Present your findings to your instructor for review. Remember that although people are similar in many ways, it is our differences that make us unique individuals.

_____18. Read "Personal and Social Behavior" section in the Student Booklet, PERSONAL CHARACTERISTICS, pages 16-18.

_____19. Read the following paragraph and match the numbered examples in the paragraph with the personal and social behaviors listed below.

[1]Bill sat at the kitchen table pouring over his geometry. He really hated geometry but was determined to do his best. [2]The assignment was due the next day and he still had a long way to go. [3]He thought about calling Tom who always had the right answers, but decided not to. [4]He'd been caught doing this once and had apologized to the teacher. So that was out. [5]Besides, it always went tough with the person you got the answers from and Bill didn't want to get anyone else in trouble.

Suddenly he had an idea. [6]"Maybe I could suggest to Mr. Jones that we get into groups. This way slow people like me could get help from others. Maybe I could even help someone. [7]I'll ask Mr. Jones for some ideas. The last time we had groups he asked for suggestions and even though everyone didn't always agree we came up with some good ideas."

1._____ a. contributing to a group

2._____ b. being honest

3._____ c. dealing effectively with rules and suggestions

4._____ d. carrying through an assigned or agreed upon deal

5._____ e. handling difficult situations

6._____ f. working by yourself

7._____ g. considering the feelings of others

☐ 20. Contact the instructor for answer checks to Activity #17.

☐ 21. When you have finished the activities of this unit, ask the instructor for a copy of the test on PERSONAL CHARACTERISTICS and take it. Check the answers with your instructor.

Now you are ready to begin the next unit WHO AM I? which applies the five areas of abilities, interests, values, physical traits, and personal and social traits directly to you.

Name of person interviewed		
Occupation		
Questions to be asked by interviewer	#1	#2
a. How long have you been interested in your occupation?		
b. What first interested you in your occupation?		
c. What is the most interesting aspect of your occupation?		
d. What interests would you suggest that a person have before considering this occupation?		
e. Is your occupation concerned primarily with people, things, or ideas?		